

# Sex education

by David Lamb

sex, n. Being male or female hermaphrodite (what is it?); ~ does not matter; without distinction of age or ~, whence ~less a.; ~lessness n.; males or females collectively (all ranks & both ~es; the fair, gentle, softer, weaker ~)

I THINK IT'S SOMETHING TO DO WITH BIRDS AND BEES AND BABY RABBITS AND A STORK UNDER A GOOSEBERRY BUSH

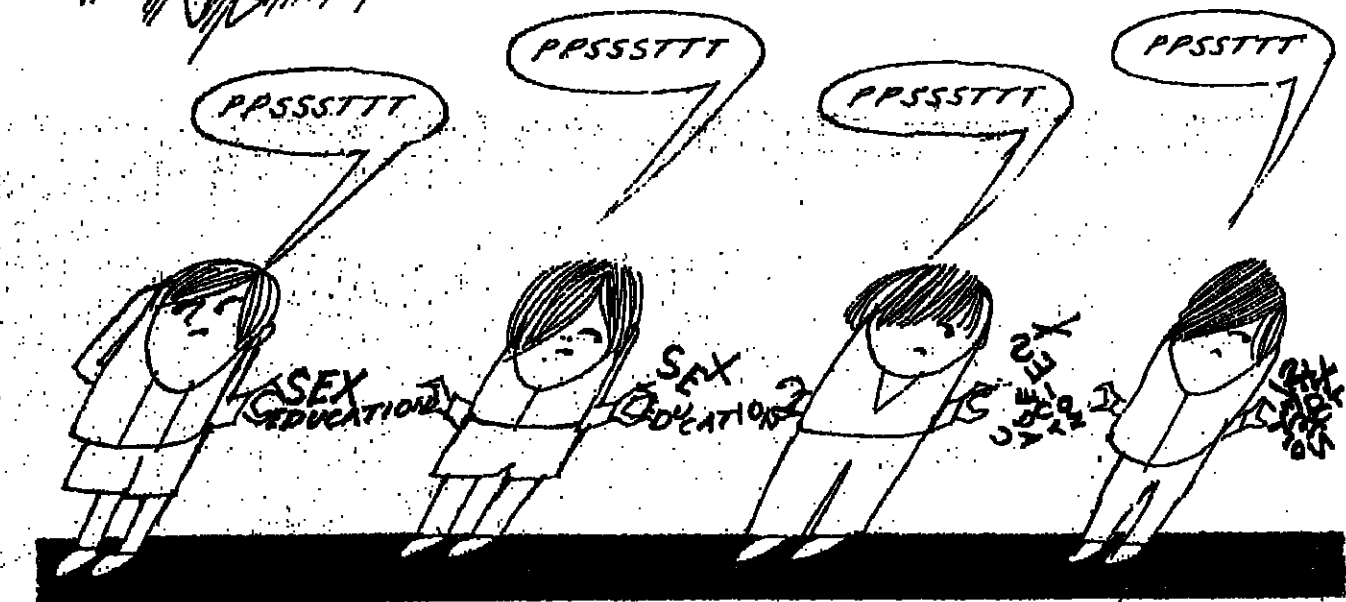
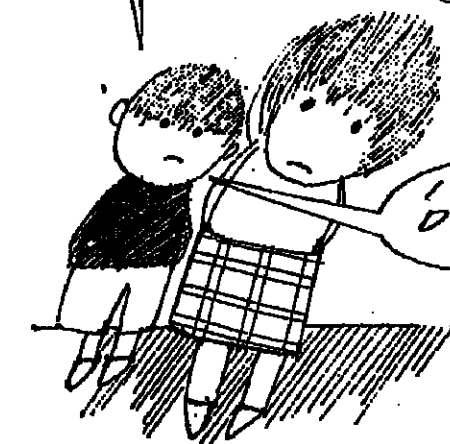
BUT WHAT DO THEY DO?

I DUNNO DO I?

IT'S JUST A RIGHT LOAD OF OLD RUBBISH

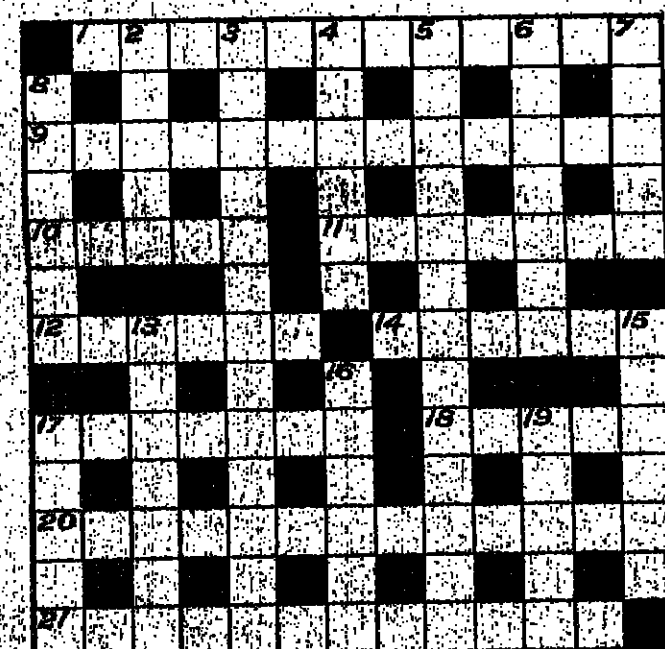
COR...

THE CONCISE OXFORD DICTIONARY



Aristides is on holiday.

## Crossword No 995



Across

1 Letters 'directors' (7, 5), 10 See 4 (5).

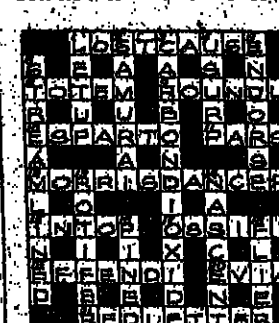
- 11 How the pilot may be safely dropped (7).
- 12 Snowed beneficially (6).
- 14 Disengaged from being pictured? (6).
- 17 Sounds as though wealth is attractive (7).
- 18 Approaches the knee from the bottom (5).
- 20 DIV condescender (5, 4).
- 21 Meddling upset the reception (12).

Down

- 2 The upstart poet (5).
- 3 Outlook for Wenceslas (6).
- 4 What egglets did to 10 (6).
- 5 States symbol (5, 2, 6).
- 6 Woodcock outworks (7).
- 7 Typically cramped (5).
- 8 Aught to see a forest laid (6).
- 13 The trap (7).
- 14 Top hat (6).
- 16 Sapper at sea for being photographed (6).

- 15 Messiah of the faithful (5).
- 19 "How sour sweet — is, when time is broke and no proportion kept" (Richard II) (5).

Solution to Puzzle No 994



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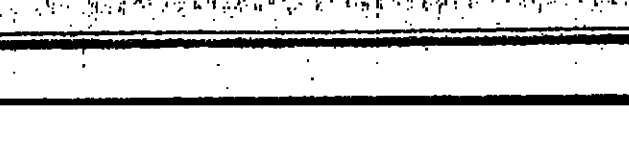
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507, 509, 511, 513, 515, 517, 519, 521, 523, 525, 527, 529, 531, 533, 535, 537, 539, 541, 543, 545, 547, 549, 551, 553, 555, 557, 559, 561, 563, 565, 567, 569, 571, 573, 575, 577, 579, 581, 583, 585, 587, 589, 591, 593, 595, 597, 599, 601, 603, 605, 607, 609, 611, 613, 615, 617, 619, 621, 623, 625, 627, 629, 631, 633, 635, 637, 639, 641, 643, 645, 647, 649, 651, 653, 655, 657, 659, 661, 663, 665, 667, 669, 671, 673, 675, 677, 679, 681, 683, 685, 687, 689, 691, 693, 695, 697, 699, 701, 703, 705, 707, 709, 711, 713, 715, 717, 719, 721, 723, 725, 727, 729, 731, 733, 735, 737, 739, 741, 743, 745, 747, 749, 751, 753, 755, 757, 759, 761, 763, 765, 767, 769, 771, 773, 775, 777, 779, 781, 783, 785, 787, 789, 791, 793, 795, 797, 799, 801, 803, 805, 807, 809, 811, 813, 815, 817, 819, 821, 823, 825, 827, 829, 831, 833, 835, 837, 839, 841, 843, 845, 847, 849, 851, 853, 855, 857, 859, 861, 863, 865, 867, 869, 871, 873, 875, 877, 879, 881, 883, 885, 887, 889, 891, 893, 895, 897, 899, 901, 903, 905, 907, 909, 911, 913, 915, 917, 919, 921, 923, 925, 927, 929, 931, 933, 935, 937, 939, 941, 943, 945, 947, 949, 951, 953, 955, 957, 959, 961, 963, 965, 967, 969, 971, 973, 975, 977, 979, 981, 983, 985, 987, 989, 991, 993, 995, 997, 999, 1001, 1003, 1005, 1007, 1009, 1011, 1013, 1015, 1017, 1019, 1021, 1023, 1025, 1027, 1029, 1031, 1033, 1035, 1037, 1039, 1041, 1043, 1045, 1047, 1049, 1051, 1053, 1055, 1057, 1059, 1061, 1063, 1065, 1067, 1069, 1071, 1073, 1075, 1077, 1079, 1081, 1083, 1085, 1087, 1089, 1091, 1093, 1095, 1097, 1099, 1101, 1103, 1105, 1107, 1109, 1111, 1113, 1115, 1117, 1119, 1121, 1123, 1125, 1127, 1129, 1131, 1133, 1135, 1137, 1139, 1141, 1143, 1145, 1147, 1149, 1151, 1153, 1155, 1157, 1159, 1161, 1163, 1165, 1167, 1169, 1171, 1173, 1175, 1177, 1179, 1181, 1183, 1185, 1187, 1189, 1191, 1193, 1195, 1197, 1199, 1201, 1203, 1205, 1207, 1209, 1211, 1213, 1215, 1217, 1219, 1221, 1223, 1225, 1227, 1229, 1231, 1233, 1235, 1237, 1239, 1241, 1243, 1245, 1247, 1249, 1251, 1253, 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1919, 1921, 1923, 1925, 1927, 1929, 1931, 1933, 1935, 1937, 1939, 1941, 1943, 1945, 1947, 1949, 1951, 1953, 1955, 1957, 1959, 1961, 1963, 1965, 1967, 1969, 1971, 1973, 1975, 1977, 1979, 1981, 1983, 1985, 1987, 1989, 1991, 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2021, 2023, 2025, 2027, 2029, 2031, 2033, 2035, 2037, 2039, 2041, 2043, 2045, 2047, 2049, 2051, 2053, 2055, 2057, 2059, 2061, 2063, 2065, 2067, 2069, 2071, 2073, 2075, 2077, 2079, 2081, 2083, 2085, 2087, 2089, 2091, 2093, 2095, 2097, 2099, 2101, 2103, 2105, 2107, 2109, 2111, 2113, 2115, 2117, 2119, 2121, 2123, 2125, 2127, 2129, 2131, 2133, 2135, 2137, 2139, 2141, 2143, 2145, 2147, 2149, 2151, 2153, 2155, 2157, 2159, 2161, 2163, 2165, 2167, 2169, 2171, 2173, 2175, 2177, 2179, 2181, 2183, 2185, 2187, 2189, 2191, 2193, 2195, 2197, 2199, 2201, 2203, 2205, 2207, 2209, 2211, 2213, 2215, 2217, 2219, 2221, 2223, 2225, 2227, 2229, 2231, 2233, 2235, 2237, 2239, 2241, 2243, 2245, 2247, 2249, 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2915, 2917, 2919, 2921, 2923, 2925, 2927, 2929, 2931, 2933, 2935, 2937, 2939, 2941, 2943, 2945, 2947, 2949, 2951, 2953, 2955, 2957, 2959, 2961, 2963, 2965, 2967, 2969, 2971, 2973, 2975, 2977, 2979, 2981, 2983, 2985, 2987, 2989, 2991, 2993, 2995, 2997, 2999, 3001, 3003, 3005, 3007, 3009, 3011, 3013, 3015, 3017, 3019, 3021, 3023, 3025, 3027, 3029, 3031, 3033, 3035, 3037, 3039, 3041, 3043, 3045, 3047, 3049, 3051, 3053, 3055, 3057, 3059, 3061, 3063, 3065, 3067, 3069, 3071, 3073, 3075, 3077, 3079, 3081, 3083, 3085, 3087, 3089, 3091, 3093, 3095, 3097, 3099, 3101, 3103, 3105, 3107, 3109, 3111, 3113, 3115, 3117, 3119, 3121, 3123, 3125, 3127, 3129, 3131, 3133, 3135, 3137, 3139, 3141, 3143, 3145, 3147, 3149, 3151, 3153, 3155, 3157, 3159, 3161, 3163, 3165, 3167, 3169, 3171, 3173, 3175, 3177, 3179, 3181, 3183, 3185, 3187, 3189, 3191, 3193, 3195, 3197, 3199, 3201, 3203, 3205, 3207, 3209, 3211, 3213, 3215, 3217, 3219, 3221, 3223, 3225, 3227, 3229, 3231, 3233, 3235, 3237, 3239, 3241, 3243, 3245, 3247, 3249, 3251, 3253, 3255, 3257, 3259, 3261, 3263, 3265, 3267, 3269, 3271, 3273, 3275, 3277, 3279, 3281, 3283, 3285, 3287, 3289, 3291, 3293, 3295, 3297, 3299, 3301, 3303, 3305, 3307, 3309, 3311, 3313, 3315, 3317, 3319, 3321, 3323, 3325, 3327, 3329, 3331, 3333, 3335, 3337, 3339, 3341, 3343, 3345, 3347, 3349, 3351, 3353, 3355, 3357, 3359, 3361, 3363, 3365, 3367, 3369, 3371, 3373, 3375, 3377, 3379, 3381, 3383, 3385, 3387, 3389, 3391, 3393, 3395, 3397, 3399, 3401, 3403, 3405, 3407, 3409, 3411, 3413, 3415, 3417, 3419, 3421, 3423, 3425, 3427, 3429, 3431, 3433, 3435, 3437, 3439, 3441, 3443, 3445, 3447, 3449, 3451, 3453, 3455, 3457, 3459, 3461, 3463, 3465, 3467, 3469, 3471, 3473, 3475, 3477, 3479, 3481, 3483, 3485, 3487, 3489, 3491, 3493, 3495, 3497, 3499, 3501, 3503, 3505, 3507, 3509, 3511, 3513, 3515, 3517, 3519, 3521, 3523, 3525, 3527, 3529, 3531, 3533, 3535, 3537, 3539, 3541, 3543, 3545, 3547, 3549, 3551, 3553, 3555, 3557, 3559, 3561, 3563, 3565, 3567, 3569, 3571, 3573, 3575, 3577, 3579, 3581, 3583, 3585, 3587, 3589, 3591, 3593, 3595, 3597, 3599, 3601, 3603, 3605, 3607, 3609, 3611, 3613, 3615, 3617, 3619, 3621, 3623, 3625, 3627, 3629, 3631, 3633, 3635, 3637, 3639, 3641, 3643, 3645, 3647, 3649, 3651, 3653, 3655, 3657, 3659, 3661, 3663, 3665, 3667, 3669, 3671, 3673, 3675, 3677, 3679, 3681, 3683, 3685, 3687, 3689, 3691, 3693, 3695, 3697, 3699, 3701, 3703, 3705, 3707, 3709, 3711, 3713, 3715, 3717, 3719, 3721, 3723, 3725, 3727, 3729, 3731, 3733, 3735, 3737, 3739, 3741, 3743, 3745, 3747, 3749, 3751, 3753, 3755, 3757, 3759, 3761, 3763, 3765, 3767, 3769, 3771, 3773, 3775, 3777, 3779, 3781, 3783, 3785, 3787



# STANDARD GRADE









# Exterminating the next doll in the stack

This, no doubt, will be long remembered as the year in which smallpox was for practical purposes eradicated. To be sure, it is possible to start throwing hats in the air. Nobody will be surprised if this year's success is followed by a few years of disappointment, with occasional cases of smallpox in unexpected places.

None of this diminishes the importance of what has been done in the past 10 years to bring smallpox under control. Not often has a major disease been simply done away with—and even now, plague is still not as well controlled as smallpox.

## Science diary by John Maddox

All this, however, is simply a reminder that the public health problems produced by infectious diseases are rather like those nests of Russian dolls—you get rid of one and you're left with another that seems essentially the same. In advanced countries like ours, the past half century has seen the close control of most infectious diseases, with the result that more of us survive to run the gauntlet of cancer, heart disease and the like. That's the next doll in the stack.

In the developing countries, infections such as tuberculosis, measles and polio are still important causes of death, especially non-up children. Already it is plain that when they have been dealt with by the tools now to hand, the diseases next in line will be the so-called tropical diseases—malaria, sleeping sickness, schistosomiasis, and even leprosy. Already several

hundreds of millions of people are seriously affected.

Unfortunately for the developing countries, there is at present no need in the industrialized West for systematic methods of preventing and treating these infections. The result is that the pharmaceutical companies spend only small amounts of money on the development of drugs against the tropical diseases, while the more academic research institutes have only a faint interest in the question.



New target—plasmodium of malaria (left), and a gametocyte, or mosquito, feeding on a finger.

the intention is that the research programme should be used as a way of solving practical problems in Africa. It will also train scientists who will, in the long run, have to shoulder the burden of the tropical diseases. That something like this should be tried is admirable, but it remains to be seen whether the funds will be forthcoming. By all accounts, the largest members of the United Nations are unwilling to contribute directly to this research programme, with the result that the planning group is looking instead to organizations such as the World Bank and, of course, there are also doubts whether the WHO are the best vehicle for carrying out such an ambitious programme.

What needs to be done? With the exception of leprosy (caused by a bacterium in the same class as the responsible for tuberculosis), the tropical infections are caused either by single-celled parasites of the human body (malaria, for example) or by more complicated animal parasites, chiefly worms of various kinds, some microscopic, some very large.

Inevitably, the methods of prevention and treatment effective against the infections of advanced communities are not easily adapted to deal with these more complicated organisms. As things are, for example, there is no method of vaccinating people against the principal tropical diseases. (Yellow fever is a virus disease, cholera and typhoid are common outside the tropics.)

Fortunately, however, there are some ways in which the tropical diseases are open to attack. First,

many of them have to be spread through the human population by means of insects or other animals. In the normal course of events people acquire immunity to most forms of the tropical diseases. There is no reason why this natural process of immunity should be reinforced.

The other arm of the proposed research programme is the deliberate development of new drugs. In practice, diseases such as leprosy can now be treated with a fair measure of success by drugs brought into service in the past 20 years. But, with all the tropical diseases, drug treatment is a long process, lasting for months or even years, and has to be carried out under close medical supervision because many of the drugs are toxic. So, there is an urgent need for drugs which are at once more effective and less dangerous than those now available.

Interesting possibilities suggest themselves. In schistosomiasis infection male and female worms must live in human tissues and find each other before mating and reproducing the eggs which in due course infect other people. It is possible that drugs may be found to interfere with the mating process, perhaps by interfering with the chemical signals by which worms of different sexes find each other.

The moral in all this is that the past 20 years have seen such a rapid advance in our understanding of the biology of all kinds of living things that the time has come, almost without us noticing, for a fresh attack on a set of problems in public health which have until now seemed so obdurate that people have assumed that they have no choice but to live with them.

# What to do with the gifted

by Peta Levi

Guy goes to a small primary school in an isolated village in the Mendips Hills. He is eight and exceptionally gifted, with an IQ of more than 175.

At the age of 14 months he could read. By five he had a reading ability of 15. He is currently teaching himself calculus and he composes music.

Guy lives with his grandparents and attends the village school of 33 pupils, where three teachers make every effort to integrate him socially and to extend him. However, although the local education authority, Somerset, have a special service designed to help gifted children, the L.E.A. feel that they have failed in Guy's case. They cannot get specialist teachers to visit him or enable him to join in some of the county's special schemes.

In 1973 Somerset were the first L.E.A. to appoint an advisory teacher with special responsibilities for gifted children, when Mr A. R. Trewin, a teacher with 15 years' experience, joined the authority's team of peripatetic remedial teachers. The remedial service received information from primary school teachers about difficulties in teaching children who were much further ahead than their classmates. It is often through a child having behavioural difficulties and being sent to an educational psychologist that gifted children are identified.

Mr Trewin's brief is to look into the needs of gifted children in the county's 250 primary schools, and in the past year he has visited 50 of them. His job is two-fold—to stimulate interest in their needs and to help with identification. Since Mr Trewin's appointment, 47 children have been identified as gifted, and of these, 30 have taken standard IQ tests with all but one scoring over 140.

Somerset have no plan for testing "giftedness". Identification is a delicate and difficult operation. Mr Trewin believes there are still many unidentified children who may need special help, and conversely that some already identified may not be specially gifted.

Justin is typical of children discovered through behavioural difficulties. To his mother he was "a happy terror, always disappearing and waking up at night asking questions



David, 11, with his pocket calculator.

he can't answer, like 'What are the names of the dinosaurs?'.

At school, the child's fantasies, hyperactivity and tantrums soon made the teacher aware that she had a difficult child and one needing special attention. The head called in an educational psychologist who tested Justin and found he had a Stanford-Binet IQ of 149. Severe psychosomatic symptoms were also diagnosed. Since then Mr Trewin has visited his mother at home and the realization that Justin is not just a difficult child, but a gifted one, has already helped.

Justin's mother gets help and support from the school, whose head encourages mothers to take an active part in school life, and she in turn helps young readers.

Although Mr Trewin has many cases referred to him as "under-functioning", "lack of progress" or "restlessness in class", not all his discoveries have behavioural difficulties. Some are simply put forward by heads or parents.

At one of the oldest primary schools in the county the head, who had a gifted child of his own, contacted Mr Trewin after discovering he had two 11-year-olds with IQs over 140. Mr Trewin now teaches these for part of the week. The day I visited the school, which is short

of space, a remedial class was taking place in the classroom and Mr Trewin was teaching David and Karen in the hall next to a gym lesson.

In the halls between jumping feet, David showed me how his latest Lego constructions worked. He had made a pocket calculator which could add, subtract, multiply and divide up to five, as well as a more sophisticated version which had a decimal point. His newest invention was an amusement machine, which he had thought up at night, drawn a plan for in the morning and made in a few hours during a weekend.

After his appointment, Mr Trewin contacted the National Association for Gifted Children. They made a grant towards a Saturday morning club which opened in Bridgwater in March last year, where about 20 children, aged six to 11, can meet, work on projects and talk to interesting people.

He is also taking part in a Schools Council project to set up a bank of special curriculum programmes for gifted children; the new material will be tested in four Somerset schools.

One of Mr Trewin's objectives in visiting schools is to exchange ideas and "spread knowledge of resources, both physical and human". Somerset have good music and sports arrangements, their museum service provides lecturers and loans of exhibits, and the L.E.A. have recently opened an observatory in the Mendips.

For three days a week Mr Trewin teaches individual and groups of gifted children. One day each week is spent visiting schools.

With the younger children he plays mathematical and other games, like Master Mind and chess, but for the older ones he and his teachers devise individual work relevant but different from what the child is normally doing in school. The aim is to broaden the child's perspective.

In language he tries to develop reading ability and tackle different kinds of comprehension, and in science he encourages a child to think and work out results.

In contrast, the aim of the Bridgwater club is not to teach for fear of interfering with school work, but to provide social experience. The children are not tested at any time at the club, which also gives parents an opportunity to meet and talk over their anxieties. Mr Trewin would like to establish more Saturday morning clubs and to get teachers thinking about the next stage—what happens after primary school?

## 100 per cent photographer

Henryka Handzik, a 17-year-old sixth-former at Drayton School, South Tottenham, London, has gained 100 per cent in her Certificate of Secondary Education photography examination. She is believed to be the first to have done so.

Until January Henryka, seen here with some of her work, stood in awe of photography equipment and dark rooms. The only camera she had handled was her family's Instamatic. Now she has an impressive portfolio.

At the end of term assembly at her school Mr Vic Garwood, chairman of the board of governors, presented her with a brand new Canon FTB camera provided by Cameracraft, of Palmers Green, and friends of the school.

Her triumph may be a turning point in her life. "I was planning to be a secretary. Now I think I'll finish my A levels and try for a place at college to do a degree in photographic arts."



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## In brief

### Better than benefit

The Training Services Agency, announced last week that payments to people taking courses under the Training Opportunities Scheme (TOS) have been increased to provide a general level of £7.35 a week over unemployment benefit.

### Soviet architecture

A photographic exhibition of modern Soviet architecture will be at the Building Centre, off Tottenham Court Road, London, from October 6 to 24.

### Esperanto president

Mr Reg Bedford, of Appleby, Cumbria, has been elected president of the International Christian Esperanto League.

## Sport

# High hopes for women's hockey

by Lynne Gladstone-Millar

Women's hockey in the Olympics is one of the big issues to be discussed at the conference of the International Federation of Women's Hockey Associations in Edinburgh during the World Hockey Championships which start tomorrow. Eleven one delegates will vote on a motion which, if passed, could put women's hockey in the 1980 Olympics.

The federation's president, Mrs Ellen Hynndal, of Edinburgh (24 years for Scotland, and a former captain), explained the obstacles in the way. "The men, she said, were trusted by a world federation, the



## Appointments

### Schools

Miss Julie Miller, deputy head of Whitlington School, Hildgate, North London, to be head.

Miss Milary Selby, of High View Primary School, Battersea, to be head of the new nursery school on the Gloucester Grove Estate, Peckham, South London.

### Universities

Dr G. J. Fugh, reader of mycology, Nottingham University, to a chair of biological sciences, Aston University.

Mr Anthony Eccles, senior fellow and senior lecturer in business environment in the Manchester Business School, to the new chair of business policy, Glasgow University.

Mrs Barbara Schofield, acting head of Rochelle Special School, Nure-ditch, to be head of Wycliffe School, Battersea, South London.

Mr Philip Wardale, to be head of Ludgrove School, Seaford, Sussex.

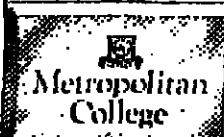
Mr Terence O'Leary, deputy head of Prestwood Lodge Residential School, Great Missenden, Buckinghamshire, to be head of the new Residential School for Maladjusted Children, Leighton Buzzard.



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## SCHOOLS PROM

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THE TIMES EDUCATIONAL SUPPLEMENT

## More than eighty countries have sent delegates to the IAU Far-reaching changes ahead

Far-reaching changes in the structures of universities were forecast at the 900-strong sixth quinquennial conference of the International Association of Universities, which ended here on Monday with a reception in the Kremlin given by Mr V. P. Elyutin, Soviet minister for higher and specialized education.

Held in the giant Moscow University in the Lenin Hills outside the city, the conference was the biggest in the 25-year history of the IAU. The participants represented 466 universities from 86 countries.

The theme of the conference was "the university at the approach of the twenty-first century". Two working groups discussed the topic under the headings of "higher education and the problems of economic and social development" and "uni-

versities and innovations within higher education".

Discussion ranged over the problems of social mobility, graduate employment, research, and life-long learning.

Delegates agreed that universities should remain places for the pursuit of learning at the highest level. But otherwise their approaches to the role of the universities in society closely mirrored that of the kind of society from which they themselves came.

Graduate employment and manpower forecasting and planning highlighted most sharply the different approaches of the capitalist and socialist countries. And delegates from the Third World tended to emphasize the growth of the community service role of the universities.

Delegates disagreed over whether universities should continue to combine teaching and research, and on the future course of lifelong learning.

## Oxford vice-chancellor sounds autonomy warning

National governments were increasingly threatening the freedom of universities to conduct an "unfettered exchange of ideas", Professor John Habakkuk, vice-chancellor of Oxford University, told the conference.

Nor should the current preoccupation with lifelong learning lead to a romanticization of the adult student, he said. The need for recurrent education might turn out to be much more limited than was at present thought.

Attempts to hive off teaching and research into separate establishments should be resisted by the universities. They did not exist simply to transmit knowledge already in books. Research was more effective if the researcher had to communicate his ideas in a simplified form to an audience of students.

Professor Habakkuk said that all over the world universities were facing pressure from governments. Those that paid the piper were determined to call the tune in what they saw as the national interest.

Even in Britain, where for a long time the universities had had far-reaching autonomy in deciding which subjects to teach and how to teach them, the situation was now changing rapidly.

Professor Habakkuk said: "We may expect increased demands on the universities to encourage those activities relevant to the national needs, to adapt their education to meet the needs of the economy for trained manpower, and to produce what have been called 'the right courses at the right price'."

He said he was not against being accountable to society. What worried him was who decided which of the external demands on universities should be met.

If present pressures were stepped up in the future, universities would lose their identities as centres of learning and free inquiry. In the long run this would weaken their capacity to produce creative and original work.

The combination of research and teaching in a single institution had always involved some tensions, and these had been intensified in recent years by the increase in knowledge and the speed with which it was ac-



Professor John Habakkuk.

cumulating, by the growth in size of the university population, and by rapidly rising costs.

Despite these tensions, said Professor Habakkuk, the various functions of the university had remained together in a single "bundle". Whether they would continue to do so over the coming 25 years would depend to a large extent on the future size of universities.

While he was convinced that there would be further expansion, he did not think there would be nearly so great a demand for permanent education as some educationists were envisaging.

Professor Habakkuk said that the traditional preoccupation of higher education with 17-24 year olds was not just chance. At that age people were best able to absorb information, to master discipline, or acquire a skill, he said.

Although it had often been said that adult students had a keener sense of what they wanted to study and a stronger motive to succeed, it was easier to apply oneself to learning when one was young.

Continuing education, he thought, would be largely confined to specialists working in highly qualified professions.

## Russian advocates life-long learning

The development of lifelong learning was one of the principal higher education tasks facing the Soviet Union in the coming decades, said Dr Rem Khokhlov, rector of Moscow University.

Dr Khokhlov said that all academics in universities already had to take a six-month refresher course in their subject every five years, and it was now planned to extend this to other professions, including engineers, teachers, doctors and economists.

He said that universities would have a key role to play in this re-training programme. For example, some 3,000 academics came every year for their refresher courses to Moscow University from other parts of the country.

Another growth area of university involvement with the national interest was that of helping young workers continue their education.

Dr Khokhlov said: "Universities and colleges, with their highly qualified staff, cannot but play the leading role in solving this, one of the most important tasks of communist construction—that of overcoming social inequality in the field of education and culture, bridging the gap between mental and manual work."

The development of lifelong learning, he said, was part of the main thrust of Soviet universities over the next decades. And this was to be done by "specialists who would be directly and actively engaged in the building of communism."

Qualitative improvements were clearly necessary, but more of the changes made would be at the expense of the existing basic structure of higher education in the country.

He said that the principle of the planned training of specialists would be kept, the system of higher education would continue to correspond closely to the structure of the national economy, and the period of training would remain the same.



Delegates at the opening of the conference.

conference in Moscow. Paul Moorman, reports



Lomonosov State University, Moscow, where the conference was held.

## 'Schools—not universities—must defeat inequality'

Unless primary and secondary education guaranteed equal opportunities for all, the universities could not hope to be an important factor in social mobility, said Mr Anastasios Christodoulou, secretary of the Open University.

The universities could "only perpetuate a given set of social strata and consolidate an elite", he said. Speaking as rapporteur for the group discussing economic and social development, Mr Christodoulou said it was significant that many West European countries had chosen to make their secondary schools comprehensive before trying to reform their universities.

Even when they had looked at higher education reform, they had sometimes bypassed the universities, and used more controllable institutions such as community colleges, polytechnics, and colleges of higher education.

That was because when the traditional universities were given the chance to adapt to the needs and changing patterns of society, they often failed to do so, he said.



Mr Anastasios Christodoulou.

Mr Christodoulou said: "Many of us, particularly in Western Europe, are witnessing a rising resistance from the universities to pressures being put on them to shorten their courses, to introduce intermediate examinations, to widen the range of the first year or two of their education, and generally to make their role defined within that context."

Professor Christodoulou said that universities should try to involve themselves as early as possible in the process of overall planning. "Whatever their attitude, however, it was certain that in the future the non-university sector would have to be strengthened."

## American warns against teacher training cuts

The United States now had the capacity to train far more teachers than she would require in the future, Professor John Oswald told the group discussing economic and social development.

Professor Oswald, president of Pennsylvania State University, said that although this could mean a temporary surplus of supply over demand, there were three key reasons for not cutting back on the number of trained teachers.

Many educationists felt that pupil-teacher ratios should be reduced. But there were still shortages of teachers of science, mathematics, child care and the handicapped, and the government was reluctant to deny those who wished to try to become teachers the right to do so—particularly since past manpower forecasts had not always been accurate.

On the employment of other graduates, Professor Oswald said the PhD holders were facing major problems in getting the kind of work for which they were qualified. About 22,000 PhD or other students were graduating every year, he said.

It had been a tradition in the United States that teachers in universities and colleges should always have a doctorate. When higher education expanded in the 1960s, therefore, there had been a constraint on the demand for PhD holders.

At the same time, said Professor Oswald, the expanding research and development programme had welcomed all the doctorate students it could.

But in the late 1960s it became apparent that, for demographic reasons, the increasing enrolments

in post-secondary education would begin to level off and perhaps dry up by the 1980s. In the same period research programmes were being cut back for economic reasons.

With the two major sources of demand for doctoral graduates leveling off simultaneously, employment bottlenecks were bound to occur, said Professor Oswald.

It was therefore inevitable that future doctoral education in the United States would have to change. The tendency now would be towards solving specific problems rather than producing professors for teaching and pure research.

The possibility that universities should be free to set up as many doctoral programmes as they could finance would also come under sharp attack, he said.

Increasingly, the various states and the federal government were pressing to adjust supply more closely with demand. But it would be very difficult to do this without introducing an unwelcome amount of outside influence and control.

Manpower planning was especially problematic in a dynamic economy like that of the United States where the content of jobs themselves altered rapidly and unpredictably.

One example of this was the explosive increase in the use of computers, which had created hundreds of thousands of jobs of a kind which had not existed a relatively short period before.

Professor Oswald said it was therefore futile and misleading to try to forecast demand for manpower for a decade or more into the future.

## 'Consider the country' UN university to open soon

The primary focus of the United Nations University, which is due to open in Tokyo next month, would be on solving specific problems, Dr James Hester, UNU Rector, told the conference.

The new institution would deal with the "pressing problems" of survival, development and welfare. Dr Hester, who leaves his post as president of New York University next week, said that the Tokyo headquarters would link a world-wide network of institutions of advanced study. Some would be directly under the control of UNU, and others would be associated with it.

Japan had been selected as the headquarters largely because of the Japanese government's pledge of \$100m for an endowment fund. The pool of the fund was \$500m, said Dr Hester. The income from this would enable UNU to escape the political restraints which so often accompanied annual subventions.

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# Swallows for the people



Children in a Hampshire village helping to restore their local pond for everyday use and enjoyment, as part of a campaign to save some of the 5,000 ponds that disappear every year.

It is now five years since European Conservation Year, when the fate of our natural environment suddenly became one of the great causes of the age. In that time the Department of the Environment has been formed, lethal insecticides outlawed and a tree-planting year held. At the grass roots, the natural history movement has become one of our strongest voluntary lobbies, nature reserves have proliferated, and schoolchildren have surveyed everything from the effect of air pollution on lichens to the numbers of kestrels on motorways. Some kind of climax seems to have been reached this year with the recent adoption by Parliament of the Wild Creatures and Wild Plants Conservation Act, which safeguards 27 rare and relatively obscure animals and plants.

It looks an impressive and hopeful record. But how much effect has this flurry of activity actually had on our wildlife? Can legislation really put right decades of devastation by developers and factory farmers? It would be impossible in a short article to survey the fortunes of more than a fraction of our wildlife. But I think it is worth while to try and pick out some of the complex factors that are working for and against its survival, and in particular to question whether our conservation priorities are in balance.

The Act raises the priority issue very sharply: are we protecting the right kind of species, and against the most significant threats? One of the plants named in the Act, and which caused some mirth among Labour MPs, is the blue heath, a small, creeping member of the heather family which grows up just one patch of high moorland in Perthshire. It has rather delicate purple bell-flowers and finding it requires the kind of combination of stamina and ecological knowledge that makes mountain botanizing so exciting. But only a handful of naturalists have ever seen the plant wild in Britain, and it is under little danger in its main strongholds in Scandinavia.

It would be churlish to give these as reasons for ignoring the plant: a kind of Hippocratic respect for survival is as vital a

foundation for conservation as it is for medicine. But are we showing a comparable degree of concern for the fate of our commoner wild flowers and animals, for bluebells, for instance, and for the thousands of unprotected buttercup meadows we are losing every year from ploughing and selective weedkillers? Many would regard these as more central to our wildlife heritage (and in many ways more endangered) than any of the much publicized and pampered rarities.

Our current style of legislation cannot halt the erosion of these species, which almost always happens most seriously at an institutional level. It always excepts ("in the national interest") just those bodies that are the chief threat to our wildlife: farmers, industry, mining companies, and highway authorities. There is little point in prohibiting individuals to "kill, injure, take into possession or offer for sale" sand lizards, for instance, if sand extraction companies are permitted to dig up whole colonies with impunity.

Our commoner mammals are doubly threatened, by the excessively sanitary instincts of the authorities, and by the traditional vandalism of individuals. Otters are still hunted in places: foxes slaughtered on an almost hysterical scale by every urban council that gets a complaint about looted dustbins; and roe deer gunned down by black market venison traders. Only the badger, with its own Act of protection and a probable population of some 30,000, seems moderately safe. But even here, the law would be ineffectual if it were not for the efforts of local pressure groups, who transplant threatened sets, and campaign for mammal underpasses beneath major roads. The same is true of the common toad (unprotected) whose greatest champions are probably the Hertfordshire schoolchildren who every spring ferry thousands of migrating toads across the roads near their spawning grounds.

At first sight, the fortunes of our birds look considerably brighter. They have been looked after since 1954 by legislation that is a model of simplicity and thoroughness.

Except for a few potential pests (wood pigeons, crows), and game birds and wildfowl in the shooting season, all British birds are totally protected throughout the year. You may not even take a blackbird's egg in your own garden. Yet the irony is that a farmer who bulldozes down a hedge with a hundred nests in it will not be thought to be breaking the law.

Luckily blackbirds seem to have taken the point, and are not laying all their eggs in one basket. They now nest more thickly in cosseted suburban gardens than in the open countryside. And a growing number of other adaptable species are taking their conservation into their own hands, and are decamping to man-made substitutes for their threatened natural habitats. Kestrels, for instance, are nesting in tower block window-boxes and drainpipes; Britain's smallest bird, the goldcrest, is taking increasingly to ornamental garden cupifers.

One of the greatest boosts our larger birds have had in the past few years has been the decline in the use of persistent insecticides. Our birds of prey, which suffered terribly in the early stages from these insidious poisons, are now increasing steadily. Peregrine falcons, reduced to about 60 pairs in 1962, are now back to two-thirds of their prewar population of 670 pairs. The breeding success rate of golden eagles in many areas of the Highlands has returned to the kind of figure (about 70 per cent) that was standard before the days of dieldrin sheep dips. Barn owls can be seen flitting down many of their favourite lanes again. Buzzards have spread as far east as the Home Counties now that rabbits are recovering from myxomatosis. If we can eliminate the last few strongholds of Victorian scorched-earth gamekeeping, we may have a chance of having more birds of prey than at any time since the eighteenth century.

Seabirds, one of the other great spectacles of our bird life, are having more mixed fortunes. Being colonial birds they tend to suffer more abrupt and widespread catastrophes than solitary hawks. Whole flocks can be swamped by oil slicks or caught in semi-

invisible nylon trawl nets. Half-a-million Brünnich's guillemots, rare visitors to this country, are reckoned to be drowned in nets off Greenland every year. But the more piratical and opportunistic species (gannets and cormorants, for instance) are actually flourishing, in part, ironically, as a consequence of the massive quantities of fish offal being dumped in the sea from giant factory trawlers.

It is the great cliff-nesting colonies of anks—puffins, guillemots and razorbills—that are causing most alarm. They are all declining and no one is sure why. Fifteen thousand common guillemots (probably representing another 60,000, or a twentieth of the British population) were washed up dead on British shores during the Irish Sea bird wreck of 1969. There is still no satisfactory explanation why they died; but they had been feeding far out at sea, beyond the coastguard patrol routes, and their bodies were contaminated with polychlorinated biphenyls, one of the waste products of the plastics industry.

Seabirds have become our modern miners' canaries. Every oiled and poisoned corpse washed back to us by the ocean is not just a needlessly murdered bird, but a warning of what we are doing to our greatest environmental resource. It is lucky for us that a large body of volunteers—young enthusiasts as well as experienced biologists—are constantly monitoring the fate of these unwitting indicators.

Both birds of prey and seabirds are principally creatures of wilderness areas. When we come to the birds of our rapidly changing farmland landscape the picture is more worrying. What is happening to woodpeckers now that dead trees are so rarely left standing? Will yellowhammers be able to find a substitute for their favourite thorny hedges and hedges? Will swallows, which really do help to make our summer, be able to adapt to modern farm architecture? They are birds of great magnanimity and I have known pairs that have nested in a wooden village bus shelter and an outside lavatory. Both these sites have been "developed", so where can the birds go now?

Would we even be aware, at first, if our summer population of swallows began to dwindle from the two or three hundred thousands pairs it is at present? Slightings are so deceptive. We believe the swallows are back when we have seen a couple. We do not miss them—until we are among the mayfly streams and old barns where they ought to be. And so our summer songbirds may slip away, deprived of places to live and feed, and we will not notice until they have almost gone.

It cannot be said too often that habitat loss is the single most destructive human influence on wildlife. And for plants habitat loss means actual physical destruction, not just the loss of a place to live. It's true that some of our wild flowers have been almost exterminated by overpicking and digging up—the lady's slipper orchid, for instance, and the alpine gentian. But cowslips and our lovely Easter anemone, the Pasque flower, have been ploughed up with the dawns. The wild cornflower is now virtually extinct in cornfields because of new seed-cleaning and drilling techniques. Primroses vanish as roads widen and swallow up the verge.

One response to vanishing wildlife is simply to put it back. In Devon, amenity groups have been planting new road verges with primroses rescued from ploughed-up meadows and building sites. And the Devon Education Committee operate a collection scheme by schools for wild flower seeds for "dissemination on banks and road works where loss or damage of the indigenous vegetation might occur following excavation".

But it is more difficult with birds. No evacuated or captive-bred bird is going to survive in the wild unless it has found a space on which to live. The chief British experiment in transplantation, the reintroduction of white-tailed eagles to Fair Isle in 1968, fizzled out when the birds abandoned the site after a few years. It might be wiser to assume that birds know best where they would like to live, to concentrate on getting their habitats right, and then to hope that they will return of their own accord (as that sparkling piebald wader, the wren, did to

the flooded coastal marshes of wartime Suffolk).

But this experiment (and the more recent one to reintroduce the great bustard to Salisbury Plain) are justified by the fact that they are attempting to re-establish native British birds practically exterminated by man. Out right hunting is not the threat that it once was, but we do have our own perverse and dangerous versions of ritual slaughter: the swallowtail butterflies caught for wall decorations and amber ornaments; the frogs rounded up for sixth-form dissection; the 11,000 oyster-catchers shot by the Ministry of Agriculture and Fisheries in the Burry Inlet escapeports for an ill-researched decline in the local cockle catch. Beyond our shores, too, millions of migrant songbirds, many of which have bred here, are shotgunned for fur in Italy, trapped for cages in France, and pickled in Cyprus. And further still, there are the inescapable changes in world climate which are shifting the focal points of bird population this way and that.

There is so much that is beyond our control. The native black poplar, the splendidly arching, red-barked waterside tree that graces so many of Constable's landscapes, is now one of our scarcest species. And it is likely to remain so, for only one site, a female tree at covered where a male one has been discovered close enough for pollination. Even the build of our newly planted oaks is slipping out of our hands. Less than nine stands of British oak look like satisfying EEC rules for sources of seed, and these are all straight, high branched specimens, quite unlike the marvelously gnarled shapes we associate with our national tree.

As for the elm, the last census early this year showed that we had already lost about a quarter of our 25 million trees from Dutch Elm disease. There is little that can be done now (though the Government might have been able to halt the disease if they had acted decisively three years ago), and we must face the possibility that we may lose altogether the tree which, more than any other, gives those rolling contours to the skylines of lowland Britain.

And the web is so complex, so far-reaching,

What will happen to our roots, already declining because of changed farming practices, if the elm which they prefer above all other trees for their rooteries disappear?

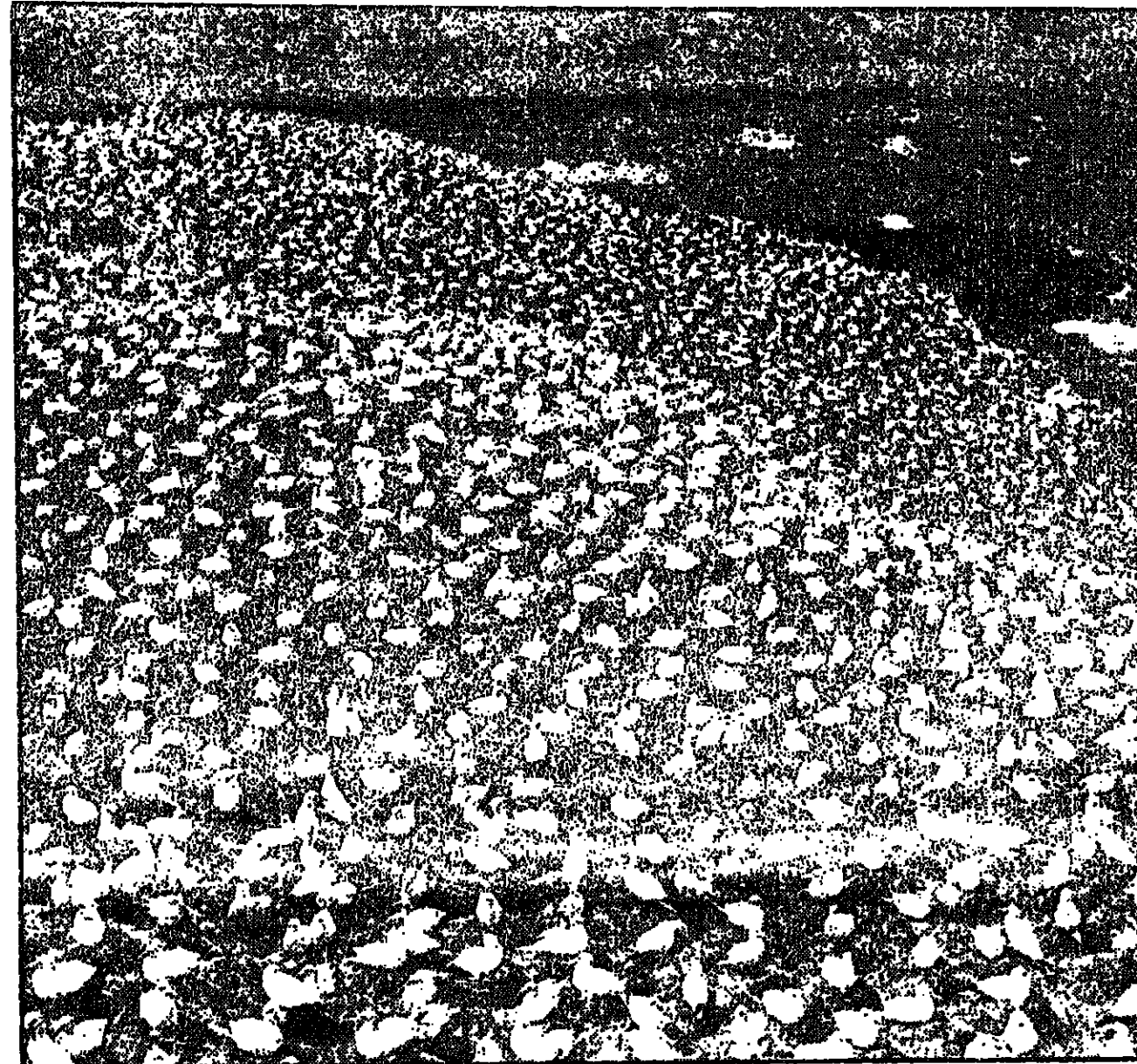
It all makes a complex picture, and one in which change is the predominant factor. Some species are increasing, others declining, many simply adapting to the new conditions and habitats that we are creating. But they are all united in needing a place to live. Can we find room for them?

One answer is the custom-built nature reserve. The increase in land specifically set aside for wildlife has been quite spectacular over the last few years. The Royal Society for the Protection of Birds has 35,000 acres, and has just launched a £1 million appeal to buy more. Our National Nature Reserves cover over a quarter of a million acres. All in all, roughly 10 per cent of Britain's land surface is being managed so as to give some sort of deliberate protection to wildlife—only slightly less than the area of our built-up ones.

We desperately need these sanctuaries as refuges for threatened species and as living museums for vanishing habitats like downland and fens. Birds in particular are uncannily quick to recognize the security of reserves. At Minster in Suffolk, for instance, our most delicate seabird, the little tern, usually lays its first clutch of eggs on the popular shingle beach. Eggs in this kind of vulnerable area are invariably deserted or destroyed. But the birds then simply move over to a very similar area inside the RSPB's famous reserve, where their breeding success is generally very good.

In this way nature reserves can act as wildlife reservoirs for repopulating the rest of our countryside. But is there a future for "countryside" pure and simple? Will the Britain of the future be reduced to barren factory farms, homogenized suburbs and barricaded wildernesses, where visitors can do no more than peer through the bars at the lanes and plants that used to brim in their lanes.

Paradoxically, it is just such a set-up that



Birds in the public open a colony of breeding gannets off the west coast of Wales.

could point a way forward: the maximum security reserve at Loch Garten. In the last twenty years, the struggles of these magnificent fish-hawks against Highland storms, pesticides and egg collectors have been watched by hundreds of thousands of visitors to Speyside. It is an open question whether or not the ospreys would have fared better if they had been kept out of the spotlight (though they are continuing to recolonize Scotland at an encouraging rate). But there is no doubt about the wider value of the fund of public sympathy and fierce vigilance they have excited. They are still the only birds whose return to Scotland every April makes the BBC news. They live private lives for the most part, but they are public birds.

And maybe it is this kind of intimacy, intended from a sense of affinity and stewardship, that we need to develop with our everyday countryside, with our buttercups and cuckoos and water meadows. It may be necessary, in these hard times, to allow farmers and developers the right to destroy wildlife habitats in a way that is illegal for us as individuals. But there is still a wealth of marginal land that's of little use to them: boundary hedges, road verges, strips of woodland, poor-grade ground that is too expensive to fertilize. This was once the kind of land over which we had common rights, and in which most of our common and best-loved creatures still live. One of the greatest boasts our wildlife could have would be if this marginal land were to become a new kind of amenity commons, in which we had inalienable right of enjoyment. But with rights come responsibilities for vigilance and stewardship. Many schools have set an example recently by clearing out village ponds. Why shouldn't the village respond by declaring a community wildlife "piece" around it, and reinstating one of those old shelters for nesting birds and villagers alike? The swallow should be part of all our lives, not ruled by landowners' whims.

Richard Mabey is the author of *The Unofficial Countryside* and *Pollution Handbook* (reviewed in the FES of 3 August).































**Other than by Subject Classification**

**EDINBURGH**  
EDINBURGH COLLEGE OF DISTANCE EDUCATION  
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**HEADMASTER OF DEAN CLOSE JUNIOR SCHOOL**

The Governors of Dean Close School invite applications for the post of Headmaster of the Junior School. The new Headmaster will, if hired, take office in April, 1976. Dean Close Junior School is a co-educational Preparatory School (200 boys, 70 girls) and its present and former Headmasters have been members of I.A.P.S. Half the pupils are boarders. It shares the grounds and some of the facilities of the Senior School. Applicants should be university graduates and communicant members of the Church of England. (Applications will be considered from either men or women.)

Further particulars of the post and application forms may be obtained from the Clerk to the Governors, Dean Close School, Cheltenham, Gloucestershire. Applications should be in by the 6th October, 1975.

**EALING Technical College**

Specialist Centres for Higher Education

**Lecturer Grade I in Professional Cookery**

Applications will be considered from male and female candidates.

**Salary: £2,489-£4,377**

Plus London Allowance

Further details and application form from the Registrar, (Room No. 11), Ealing Technical College, St. Mary's Road, Ealing W5 5RF. (Addressed to local authority, please). Tel. 01-579 4111, ext. 287. Closing date: 12th September, 1975.

**ANGLO-EUROPEAN COLLEGE OF CHIROPRACTIC**

Department of Pre-Clinical Studies

**LECTURER (Grade II)**

In Physiology and/or Biochemistry or Dietetics

Applications are invited for the above full-time post to commence as soon as possible. Candidates must have suitable academic and/or professional qualifications and some teaching experience.

Initial salary dependent upon good qualifications and experience within the Burnham Scale ranges: £3,278 to £5,493 plus, per annum, plus threshold payment. The post is pensionable under the college's own scheme.

Detailed applications, as soon as possible, including a curriculum vitae and naming two referees, should be sent to:

The Dean,  
Anglo-European College of Chiropractic,  
Cavendish Road,  
Barnsley, Yorkshire S70 1RA

**Worcester**  
Worcester College of Further Education  
Worcester College of Further Education  
Worcester College of Further Education

**LLANELLI TECHNICAL COLLEGE**

Principal: Leonard A. Jones, M.Sc., B.Sc. (Hons.), Eng., C.Eng., F.I.Mech.E.

The following additional staff are required for September, 1976, or as soon as possible thereafter:

**LECTURER, Grade I, in CARPENTRY (2 Posts)**

The successful applicant will be required to instruct C.I.T.B. new entrants in practical carpentry. Candidates should have a craft certificate in Carpentry and Joinery and also considerable practical experience in the building industry. Teaching experience in a further education or training establishment would be an advantage.

**LECTURER, Grade I, in WELDING AND FABRICATION**

The successful applicant will be required to teach Welding and Fabrication engineering subjects up to and including the Part II level of the City and Guilds of London Institute schemes for these subjects. He would be required to assist generally in the work of the department. Candidates must have as a minimum, the final or Part II certificate of the C.G.I., in either welding or fabrication. He must also have considerable industrial experience. Teaching experience would be an advantage.

**LECTURER, Grade I, in RADIO AND TELEVISION**

The successful applicant will be required to teach Electronics and Electrical Science in Electrical, Radio and Television courses. Candidates should possess the final C.G.I., certificate in this field and have considerable experience in the electronic industry. Teaching experience would be an advantage.

**Salary: £2,489-£4,377**

Further details and application forms available from: The Principal, Llanelli Technical College, Alban Road, Llanelli, Dyfed, to whom they should be returned by 12th September, 1975.

**Gwent College of Higher Education**

**Lecturer II in Construction Studies**

The person appointed will be required to teach on a range of courses at H.N.C. and final professional examination level. Applicants should be professionally qualified and experienced in Quantity Surveying.

**Salary: £3,279-£5,493.**

**CROSSKEYS COLLEGE OF FURTHER EDUCATION**

Required as soon as possible.

**Lecturer I for Liberal Studies**

Applicants should be Graduates willing to offer their subject specialism as a Liberal Study and willing to implement the College Liberal Studies Scheme. Any subject background is possible but particularly applications from those with Economics or English or Communication Studies would be welcome.

**Salary: within the range £2,489-£4,377, depending on qualifications and experience.**

**NORTH GWENT COLLEGE OF FURTHER EDUCATION, RBW VILLAGE**

**Temporary Lecturer I required to teach Hydraulics**

And other engineering subjects. Industrial experience and degree qualifications or membership of one of the leading institutions is essential.

Application forms and further information obtainable from the Director of Education, County Hall, Cwmbran, Gwent. Completed application forms must be returned to the Headmaster or Principal concerned by 20th September, 1975. Successful applicants will be required to submit a satisfactory medical report on appointment.

**Science**

**Science**

**Science**

**Preparatory Schools**

**By Subject Classification**

**Mathematics**

**Mathematics**

**Mathematics**

**Physical Education**

**Physical Education**

**Physical Education**

**ABERDEEN**

**ROBERT GORDON'S INSTITUTE OF TECHNOLOGY**

**SCOTT SUTHERLAND SCHOOL OF ARCHITECTURE**

**BUILDING ECONOMICS SECTION**

**LECTURER IN QUANTITY SURVEYING**

for BSc (CNA) Course and Diploma Course giving exemption from Quantity Surveying professional examinations. Applicants should be professionally qualified and experienced and have a progressive approach. Further study, research and consultancy are encouraged.

**Salary: In range £3,216-£6,495 per annum**

Assistance with removal expenses.

Details from Director, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR.

**SCOTTISH CENTRAL COMMITTEE ON PRIMARY EDUCATION**

**COLLEGE OF EDUCATION**

**CURRICULUM DEVELOPMENT OFFICER (Primary Education)**

(Re-advertisement)

Applications are invited for the post of Curriculum Development Officer for the Scottish Central Committee on Primary Education. The appointment will be to the post of Curriculum Development Officer with the staff of Callendar Park College of Education, where there is at present one Curriculum Development Officer. The successful applicant will be responsible for keeping under review the curriculum of the primary school. Aspects currently being studied include language arts, organization, assessment, home-school-community relationships, the curriculum and the balance of the curriculum. The curriculum development officer will assist and share in the work of the Central Committee and its sub-committees, and duties may involve travel within Scotland for collaboration with local and regional groups. The appointment will commence on 1 November, 1975, or as soon as possible after that date.

Applicants must have an appropriate teaching qualification and experience of teaching in primary school. Extensive experience of curriculum development projects or participation in advisory work with teachers, groups, or successful completion of relevant advanced courses of study, or other evidence of capacity for innovative or development work will be an advantage.

Salary on the scale for Lecturer in College of Education (basic scale £3,216-£6,495), with placing for relevant experience.

Requests for information and for application forms should be made in writing to the Principal, Callendar Park College of Education, Falkirk FK1 1YS, and should be returned by 12 September, 1975.

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**Other than by Subject Classification**

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**Colleges of Further Education**

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**Colleges of Further Education**

**STRANMILLIS COLLEGE, BELFAST**

**PRINCIPAL: JAMES POMFRET, M.A., B.Sc., M.Ed.**

Stranmillis College is a College of Education of 1,250 students who are preparing to teach in primary, secondary and tertiary schools through the Certificate (3 years), B.Ed. Degree (4 years) and Post-Graduate (1 year) courses. The College is non-denominational; there is no religious test.

The College is pleasantly situated in an attractive wooded estate of some 45 acres, in a quiet residential neighbourhood on the southern outskirts of the City of Belfast. New building projects to the value of £2 million have been completed in the past seven years.

**LECTURER IN ENGLISH**

Applications are invited from men and women with a good honours degree and sound teaching experience. There will be opportunities for taking part in the work at all levels, including the B.Ed. Degree. An interest in and experience of the teaching of reading at any level would be an advantage. The appointment will date from January 1st, 1976.

**Salary: Lecturer—£3,279 to £5,955 p.a., with appropriate placing.**

Assistance with removal expenses from outside Northern Ireland.

Further information and forms of application may be obtained from: The Secretary, Stranmillis College, Belfast BT9 5DY. Applications should be received not later than Friday, September 12th.

**JORDANHILL COLLEGE OF EDUCATION GLASGOW**

The Governors invite applications from registered teachers for

**Two Lectureships**

In the Department of Primary Education.

Applicants should have substantial teaching experience in primary education and should be qualified to make a distinctive contribution within the area of primary school curriculum development.

The appointments will be from 1st November, 1975, or such other date as may be arranged. The salary scale for the post is £3,216 to £6,495 with 15 points, and increments of approximately £200 each.

The point at which the successful applicants will be placed on the scale will be determined in relation to their salaries at the time of appointment.

Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, 16 SOUTHBRIDGE DRIVE, GLASGOW G13 1PP. Completed forms should be returned not later than Monday, 15th September, 1975.

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Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, 16 SOUTHBRIDGE DRIVE, GLASGOW G13 1PP. Completed forms should be returned not later than Monday, 15th September, 1975.

**JORDANHILL COLLEGE OF EDUCATION GLASGOW**

The Governors invite applications from registered teachers for

**Two Lectureships**

In the Department of Primary Education.

Applicants should have substantial teaching experience in primary education and should be qualified to make a distinctive contribution within the area of primary school curriculum development.

The appointments will be from 1st November, 1975, or such other date as may be arranged. The salary scale for the post is £3,216 to £6,495 with 15 points, and increments of approximately £200 each.

The point at which the successful applicants will be placed on the scale will be determined in relation to their salaries at the time of appointment.

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## BORDERS REGIONAL COUNCIL

## ARGUS YOUTH AND COMMUNITY CENTRE, SELKIRK

Applications are invited from suitably qualified men and women for the post of

## MANAGER

of the above centre which is located near Selkirk High School.

The successful applicant will have scope to develop a comprehensive programme of activities for the whole community.

Salary in accordance with the Youth Leaders' Scale, £2,691-£3,474, with placing according to qualifications and experience.

Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells TD6 6SA, with whom applications should be lodged not later than 15 September, 1975.

## COUNTY OF AVON Education Service

## YOUTH WORKER

(Full-time)

Salary scale JNC Scale 2, £2,712-£3,537

At Norton Radstock and District Youth Centre. The Centre is purpose-built and administered by a Voluntary Management Committee. Opportunities exist for co-operation with local comprehensive schools within the catchment area of the club.

Applicants must be suitably qualified.

Further details and application forms from the Chief Education Officer, Wansdyke District Youth Office, Ellsbridge House, Bath Road, Keynsham BS18 1TD.

## Corby Youth Centre

## Appointment of Full-time Youth and Community Worker

The Education Committee wish to appoint a qualified person to the above post. The successful applicant will be required to commence as soon as possible and will be a member of a team responsible for the social education of young people and the development of the opportunity in the area served by the centre.

Excellent facilities which include a large sports hall have been provided at the youth centre. Salary payable in accordance with the Joint Negotiating Committee Scale for Youth Leaders, Scale 1, £2,442-£3,204 p.a.

Application forms and further details available from County Education Officer, Education Department, Youth and Community Section, Floor 3, Northampton House, Northampton NN1 2HX.

M. J. HENLEY  
County Education Officer

## Cheshire COUNTY OF CHESHIRE YOUTH AND COMMUNITY SERVICE COMMUNITY-BASED YOUTH WORKER

Applications are invited from suitably qualified men and women for the post of

of the above centre which is located near Selkirk High School.

The successful applicant will have scope to develop a comprehensive programme of activities for the whole community.

Salary in accordance with the Youth Leaders' Scale, £2,691-£3,474, with placing according to qualifications and experience.

Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells TD6 6SA, with whom applications should be lodged not later than 15 September, 1975.

Further details and application forms from the Chief Education Officer, Wansdyke District Youth Office, Ellsbridge House, Bath Road, Keynsham BS18 1TD.

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## UNIVERSITIES continued

## ZAMBIA

## THE UNIVERSITY

Applications are invited for the post of Lecturer in the Department of Education, University of Zambia, P.O. Box 323, Lusaka.

Applicants should possess a relevant first degree, a postgraduate diploma or certificate in education, and a minimum of five years' experience in education.

Salary scale: Lecturer, £2,400 to £3,000 p.a. inclusive.

Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells TD6 6SA, with whom applications should be lodged not later than 15 September, 1975.

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Applicants must be suitably qualified.

## BERKSHIRE

## SLOUGH DISTRICT

## SLOUGH DISTRICT

Applications are invited for the post of Lecturer in the Department of Education, Slough District, P.O. Box 323, Slough.

Applicants should possess a relevant first degree, a postgraduate diploma or certificate in education, and a minimum of five years' experience in education.

Salary scale: Lecturer, £2,400 to £3,000 p.a. inclusive.

Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells TD6 6SA, with whom applications should be lodged not later than 15 September, 1975.

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Applicants must be suitably qualified.

## EAST SUSSEX

## COUNTY COUNCIL

## EDUCATION AREA

Applications are invited for the post of Lecturer in the Department of Education, East Sussex County Council, P.O. Box 323, Brighton.

Applicants should possess a relevant first degree, a postgraduate diploma or certificate in education, and a minimum of five years' experience in education.

Salary scale: Lecturer, £2,400 to £3,000 p.a. inclusive.

Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells TD6 6SA, with whom applications should be lodged not later than 15 September, 1975.

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## YOUTH AND COMMUNITY SERVICES

## THE WAY AHEAD

excellent opportunity to further your career by joining a highly developed Youth Service. FIELD GROUP WORKER (SPECIAL PROJECTS) JNC 3(4), £4,038 to £4,512. Merit maximum £5,152. New post to join team of workers concerned with unemployed or deviant social groups, with particular concern at first with drug abuse. Challenging and rewarding opportunity for well trained and experienced professional with objective approach to emotive situations. Reference: E/57/92X.

GROUP WORKER: MULTI-ACTIVITY CENTRES JNC 3(1), £3,693 to £4,155 p.a. inclusive. Merit maximum £4,737.

We are seeking a professionally qualified youth leader, to join a team of three other full-time staff led by a Senior Group Worker, responsible for the operation of four multi-activity Youth Centres. If you can offer personal skills in at least one activity, and are able to activate a wide variety of group activities, and are interested in the needs of young people, you would find this a very rewarding work experience. Reference: E/57/92X.

Hillingdon is the most westerly of London Boroughs and retains a pleasant degree of rural environment, whilst offering easy access to Central London. HOUSING: A two-bedroom house can be made available for one of these posts.

FRINGE BENEFITS: In approved cases include 75 per cent removal expenses, lodging allowance, 100 per cent legal fees incurred in house purchase (maximum £400). Write today for further details and an application form to The Personnel Officer, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 3TR, quoting reference above.

Tel: Uxbridge 52281, ext. 29. Closing date, 12.9.1975.

LONDON BOROUGH OF HILLINGDON

## The British Council

Invites applications for the following posts:

## Technical Instructor (Electrical Trades)—Qatar

Regional Training Centre, Doha. Candidates, men only, with relevant CGLI Final Certificate and 3 years' teaching and industrial experience.

Salary: £4,111 rising to £5,232 p.a. tax free. Benefits: free furnished accommodation; car and equipment allowances; terminal gratuity; two-months' passage-paid annual leave. Three-year contract, renewable. 75 AO 51-54

## Head of Primary (Colombia)

Anglo-Colombian School, Bogota. Qualified teacher with at least 3 years' recent UK primary experience; single; UK citizen; preferably Spanish speaker.

Salary: Burnham Scale 3 + 20%. Benefits: school doctor; employer's portion of UK superannuation. Two-year contract, renewable. 75 US 157

## School Teachers (Peru)

Markham College, Lima. Independent day school for 1000 boys aged 5-18. Master to teach Physics & Mathematics (Upper School). Master to teach History & English (Middle and Lower School).

Three teachers for General Subjects (Lower School). Graduates or college-trained teachers with at least 2 years' experience. Men only for first 2 posts.

Salary: Burnham Scale 2 for 1st post; others Scale 1. Benefits: overseas allowance; terminal bonus; medical scheme; UK superannuation paid. Three-year contracts; renewable. 75 US 145-149

## San Silvestre School, Lima

Independent day school for 865 girls aged 5-17. Head of Mathematics. Mistress for Physics and Mathematics.

Head of Junior School. Qualified teachers (graduates for 1st post) with at least 2 years' experience. Women, or married couple, if both teach.

Salary: Burnham—1st post Scale 2 or 3; 2nd post Scale 1 or 2; 3rd post Scale 3. Benefits: overseas allowance; terminal bonus; medical scheme; UK superannuation paid. Two-year contracts; renewable. 75 US 150, 151, 156

## School Teachers (Turkey)

Darussatika Lisesi, Istanbul. An independent English-medium secondary boarding school for boys; 616 pupils aged 11-19 (girls included in Junior classes).

a. Teachers of English for 11-12 year olds (3 posts). b. Teacher of Modern Maths for 13-16 year olds (1 post). For all posts men are preferred.

Post a. Degree or teaching certificate in English, or with English as main subject; 5 years' teaching experience. Post b. Degree or teaching certificate in Mathematics, or with Mathematics as main subject; relevant teaching experience.

Salary: non-graduates £1800-£3300 p.a. net approx; graduates £2136-£3300 p.a. net approx. Benefits: free accommodation in the school or rent allowance; medical scheme. Two-year contracts; renewable. 75 US 134-137







## 34 Arts/Reviews

## SMOARED TROW OIL?

Sh'ray Toulson looks at the state of the arts in Orkney and Shetland



A typical scene in unspoilt Shetland.

Throughout Britain, the distinction between professional and amateur art has recently been blurred by the introduction of community art, an activity more properly allied to psycho-therapy and the social services. Shetland and Orkney are different. In many others, it is different. I never heard the term "community art" used there, but it exists in the real meaning of the term, that is being relevant both to art and to individuals living together in a particular place. Unlike most areas where the activities are initiated by the socially conscious to help the socially deprived in both Shetland and Orkney, everyone joins in on equal terms.

Geography is one of the main causes of this difference. Between the islands and the rest of the country, there is no experience of the professional arts on a large scale, and so no possibility of a reaction against them. It is obviously not possible to fly in large companies of professional actors or members of symphony orchestras; and it is only recently that small touring exhibitions of paintings have been sent over from the mainland.

In fact, all the experience of professional music, drama or art comes to the islands via the Scottish Arts Council. In Shetland, the organizing officer is David Smart, who is also the careers officer. He negotiates between the community, the local education authority and the Arts Council. In Orkney, the annual programme, money for the events comes from both the local education authority and the Arts Council. Events include visits from small groups such as the Intimate Opera Company and the Scholars who have both visited Shetland and Orkney this year. There are also a few illustrated lectures sponsored by the Arts Council.

Mr Smart has to work very closely with Norman Mitchell, who is the Arts Council representative in Orkney, for any company travelling so far north will naturally visit both counties. Mr Mitchell reaches music at Kirkwall School, as well as being the organizer at St Magnus Cathedral. So it is not surprising that in Orkney, the arts are very much towards music, especially as Peter Maxwell Davies has now settled there, and has brought the Fires of London to Kirkwall on several occasions.

There is talk of them coming up again for the two-week festival that is being planned for 1976. Meanwhile, if you want to judge the general musical abilities of the Orkadians, they will be performing Orkadian tunes to the record that EMI/Litton is releasing this August. The tunes are of the finest church music, mainly Purcell, sung by the choir of St Magnus Cathedral Church.

The more remote islands of Shetland have no such advantages. Although Lerwick has a small theatre society, which a lot of amateur actors and actresses have joined, the town is a small town, and the arts are not as well developed as in Orkney.

standards they demand from the players. Kirkwall has an arts centre which seats just over 300 people. Here the annual Orkney Drama Festival is held. Nine companies performed there in early March this year, and the report of their activities pushed new oil developments into a very minor space in the local paper.

Shetland holds a drama festival too. It takes place in the garrison theatre in Lerwick. But the real community drama of the place happens at Up-Helly-A, a celebration which goes on in various areas throughout the first two months of the year. A New Year festival, the Up-Helly-A celebrations culminate in the burning of a Viking ship. But before that ceremony there is a long procession through the streets, during which various "trains" of men, women and children take place. It can be quite a costly affair for the participants, who may have to pay anything up to £50 each for the costumes and equipment. It is costly in time too; the dramatic sketches all have to be well rehearsed and highly polished. They include anything from the traditional Viking tales to modern industrial and political commentary (this year's celebrations looked at sugar, cubes, civil servants and, of course, oil). This is no dying custom festival, there are few vacancies left in the squads now, and competition for a place, particularly in the leading "yellow" squad has become very keen.

The other Shetland community venture is its literary magazine *The New Shetlander*. It has been appearing once a quarter since 1947, and is now edited by John Graham, headmaster of the Anderson High School, and his brother, Lawrence, who is also a teacher. It contains stories, poems, and reflections in both English and Shetlandic, a strange dialect, almost completely unrelated to any other Scottish tongue, as it varies by G. P. S. Peterson, which appeared in the issue for last Christmas will show.

An old, cumin fac an soddur. Swans an droves, wi pipes an prill. Can win twarries wids survive dis.

Or, be sinpered at last trow oil. Orkney, which is in almost every way, unlike Shetland, has no parallel to these two ventures. In place of Up-Helly-A, there is the annual winter game, a home-grown, butlerous event that takes place between the two main streets of Kirkwall. It is done without any thought of tourists—indeed, it would frighten most of them away.

The boys' ploughing match on the sands of South Ronaldsay has unfortunately not remained unaffected. A traditional part of the Easter celebrations, it has been postponed to the more profitable month of August. The Orkadians have little to do with it now.

Orkney can boast of no publication to match *The New Shetlander*, although its weekly paper, *The Orkadian*, carries far more literary and feature material than the Orkney edition of the *Shetland Times*. The Ork-

## EXHIBITION

## A GOLDEN AGE OF THEATRE

Robert Page

The Georgian Playhouse exhibition at the Haymarket Gallery (on until 21st October) takes us from the staging of Gay's *The Beggar's Opera* (1728) to the death of Keats (1821), and puts on display much that has not previously been catalogued or available for public viewing. Part one, "The Actor and the Artist", amply illustrates the link between the theatre and the visual arts with its many paintings and cartoons, (by Hogarth, Zoffany, Reynolds and Gainsborough), figurines, china pieces and objects. Part two, "Audiences and Architecture", comprises many cartoons, comic and serious, depicting audiences of the period, together with a superb array of architectural plans, drawings and models. A Woodland Scene dating back to 1818, from the Richmond, Georgian Theatre, the oldest surviving scenery in England, and is here lit up by the period in which the exhibition's curator, Ian Mackintosh, has been a Golden Age of the theatre chiefly on the grounds of its popularity. The theatre had established itself during the Restoration period but only as a diversion for the fashionable; now, summer, regularly contributes to it.

Mr Mackintosh believes that there are not enough people writing in Orkney to sustain a literary magazine of the quality of *The New Shetlander*. He considers that this is partly because Orkney has produced some very strong professional writers, and this has perhaps inhibited the part-timers. Apart from George Mackay Brown himself, and such well-known names as Edwin Muir and Eric Linklater, there is the work of the late Robert Reynolds (a poet whose verses Sir John Betjeman much admired when he heard them read in Kirkwall) and the Stronach's bookeller, Charles Senior, who died last February. One of his last activities was to prepare a setting for the text of the Maeshowe runes in collaboration with Peter Maxwell Davies.

In the visual arts, too, Orkney is quite different from Shetland. Both counties have flourishing art societies, but in Shetland it is crafts that dominate. Spinning, weaving and knitting, an elaborate pattern-making which children start to learn in infant school, are all much on the increase, and practiced alongside the machine knitting industry which, together with fishing, makes up the stable part of the island economy. Orkney has one notable living artist: Ian Scott who lives on the remote island of North Ronaldsay. His head of the Orkney painter Stanley Currier is now in Kirkwall. Some of Currier's last paintings are in the hotel of Kirkwall school, so the Orkadians have a familiarity with original professional art. Their appreciation of it was proved by the attendance figures at the Arts Council touring exhibition of Scottish landscape painters, which came to Kirkwall in February. It has now taken over the responsibility for organizing further art exhibitions with the help of the Scottish Arts Council.

## MUSIC

## A COMEDY OF MANNERS WHICH HAPPENS TO BE SUNG

Robin Maconie

In these times of public crisis and private trouble, criticizing the *Prout Rake's Progress* appears about as public-spirited as digging up a certain cricket pitch. If the standards we are prepared to accept in cultural matters are any indication of a wider social well-being, however, the Glyndebourne Opera's performance at the Albert Hall was every bit as grim a portent as the Hogarthian allegory Stravinsky portrays. Pouring out the contentious ruff of this wretched act of conscience I propose therefore to emulate.

To be sure, it was uncomfortably hot. One might have excused Hailink his hyperbolic temper as a result of the climate, in any case, had not his Beethoven 5 and Mahler 1 on subsequent occasions shown a similar tendency to skeddadle, the work sounding like something from a madhouse.

Like a ruff of madhouse, the work, being padded out as it is with hammer and ovals. Hailink's detailing is good, but his tempo, it must be said, is efficient rather than sensible. Flattening out the emotional contour of Stravinsky's *Prout* to a degree where they began to sound much the same.

It is a chamber opera in the eighteenth-century manner; a moral tale expressed in elegance, clarity of action and a knowing discretion. The Albert Hall is several streets too

## NATIONAL YOUTH THEATRE

## SPORT FOR BOYS

leather Neill

It is not a good year for girls at the National Youth Theatre. In *The Lord of Misrule* a few are required to do little more than play the boys and the girls. *A Sight of Glory* there's not a glimpse of a single female. The other two plays this season, *Zigger* and *Henry IV, Part 1*, both to open in September, are not only famous for their women's parts, but they must be a subject somewhere (besides men's suffrage which has been said it need not be about specially women's matters) that could be the full ruin to the undoubted success of the NYT's girls? Are there no female ex-members who could be persuaded to write about life in the costume department?

The Lord of Misrule (Shaw Theatre) was written by Allan Swift and Bob Tomson, both NYT members in the sixties, and directed by the latter. It concerns a company of boy players such as became fashionable in the reign of Elizabeth I, but this is a "play within a play" about the relationship between potentially unruly villagers and their lord—and thus, by extension, about class awareness and law and order in general. The framework is much the less satisfactory, not mainly because interesting flags are flung at the audience, but because the "interlude", based on snatches of *The London Merchant* and *The*

## PLAYS TO ACT

A play that is good theatre for children is not necessarily within their scope when it comes to their producing a play. A notable exception is Denise Coffey's *The Incredible Vanishing 11/11*, written and staged by the Young Vic. It is a far from sentimental goblin world under the main road outside theatre, it is high farce in the style of *The Wind in the Willows*. Excellent for eight to ten years to see, it would also be a suitable vehicle for a young theatre work with slightly older children. It is published by Methuen. Their useful Young Drama series (M3 33240 3, 95p).

## ETHIOPIAN PHENOMENA

*Inquiries of North Ethiopia: A Study*. By Otto A. Jäger and J. von Kegan Paul. £6.50, 0 7101 165X.

On its Red Sea coastline connects with the Arab world, and its mountainous heartland at the north of the Great Rift Valley, Ethiopia is a paradise for archaeologists and historians alike. Its celebrated and unique form of Coptic Christianity succeeded the Middle Ages moon-religion of the culture which was excavated at Axum, and noted her findings in homespun English. Despite traditional taboos against women, she saw enough to claim these rock churches confidently as a distinctly Ethiopian architectural achievement, refuting theories of foreign workmanship.

Using Miss Pearce's observations, it is tempting and possible to suppose a completely Ethiopian architectural tradition, from the great stone and wood temples and palaces of Axum, in the first few centuries AD, through the rock churches of Tigre incorporating Axumite detail, to the thirteenth-century foundation of Lalibella, a "historic route" between the Ababa and Asmara. This is a curious compilation of the "historic route" between the Ababa and Asmara. This is a curious compilation of the "historic route" between the Ababa and Asmara. This is a curious compilation of the "historic route" between the Ababa and Asmara.

It is a chamber opera in the eighteenth-century manner; a moral tale expressed in elegance, clarity of action and a knowing discretion. The Albert Hall is several streets too

*Knight of the Burning Pestle*, which the boys perform with great gusto and which is in every way a beauty in the Simon Ward tradition of the play simply cannot bear such weighty sentiments; it remains the lighthearted study of a boys' company, the rest being merely an encumbrance.

Thomas, the hero (played with scrupulous diction and the confidence of a noble by Simon Shepherd), a beauty in the Simon Ward tradition, seems a prissy spoilsport not joining in the fun, even though all the boys are virtual prisoners. In "Pig" Pykeman (Paul Fredericks) they have a natural "dame", wearing his two oranges like a badge of office and cutting coarse paths through any incipient gentility. The musical accompaniment is excellent, the minstrels somehow getting away with cheeky "Elizabethan" versions of "There's no business like show business" and "I did it my way".

The Cockpit Theatre, square, with tiered seats on three sides, makes a convincing boxing ring though it is never actually used as such in *A Sight of Glory*, which is set almost entirely in a boxing club's gym. The sport is referred to more than once as "ritualized violence" but the play's climax is not the ABA championship, but the real (ie, brutally ritualized) violence of a racial outbreak.

Out of the same stable as David

X, 95p). A mixture of the *Beano* and music hall, it needs adult panache and straight faces to realise its humour—but has been highly successful on stage in this country and in Frankfurt. "Ve haf ways of making you laff... Actually, it is becoming sort of university cult play all over Germany, but it remains hilarious theatre-for-children." In contrast, a play for young people to act is Paul Thompson's *The Children's Crusade* (Helmemann, 0 435 2380 9, 80p). Strongly written, it is a play about the very good and compelling reading. More like transcripts of reality than fiction, they could be used as the basis for school or youth group production. There is scope for improvisation, and the author warns any group working on it "continually to draw analogies with the present day". This is not Henry Trece's

Storey's *The Changing Room*, it deals with the hopes and ambitions of a group of boys for whom boxing is a possible escape. Their world is otherwise humdrum, their jobs dull, homes often overcrowded and responsibilities pressing. The East End (so pervasive as to be almost a character in its own right) is losing its self-confidence as docks close and cocky Cockneys are dumped by the hundreds in the byronic new towns. There is a strain of cynicism, brought out most stridently in one of the trainers, Noel (Richard Walker), a touch of sentimentality and a good deal of humour. Kev (Tom Thompson) is the comedian of the bunch. Burdened with the ambitions of a dad who once fought a memorable bout, he acquires toothache, stomach ache or a stiff neck whenever he is expected to face an opponent and then merely demonstrates evasive footwork for all he is worth. He is especially funny "explaining" the philosophy of karate while wrestling with a Marks and Spencer cardigan.

The authority of the trainers is absolutely credible, the enthusiasm of the boxers, not only for their sport but for West Ham (the action takes place during the 74/75 football season) is totally convincing, and all in all, Barry Keefe has written and Michael Croft directed a very good play which deserves a wider audience. And that from someone who loathes boxing.

If you were rude enough to ask what technology was or how it differed from applied science, you were met with a hostile stare. Technology was an OK thing and that was that. Now, however, it is evidently recognized that the question may well be asked. So A. E. V. Lilly, senior lecturer at the National College of Food Technology, grasps the nettle in the course of an article in *Careers Bulletin*:

"The distinction between food technology and food science may seem ill-defined to the layman but it is quite clear to the professional. Both disciplines are sciences in the fullest meaning of that word but food technology is slanted towards the application, productive, economic and sociological aspects of feeding people."

"Unfortunately, the word 'technology' conjures up in some minds a mental picture of pollution of the atmosphere and the environment and of the algaecide of this planet becoming a barren, unpopulated wilderness. These are precisely the things, of course, which the food technologist is dedicated to preventing. It is vital therefore that young people who are thinking about entering this worthwhile and rewarding activity should have clear in their minds what food technology is all about."

## GOLDSMITH: CONSIDERED TO GRUB STREET?

Katy Watter

*Oliver Goldsmith: His life and works*. By Lytton Strachey. George Allen and Unwin £6.75, 0 04 928030 9.

The first half of this book gives an account of Goldsmith's life and character and the second discusses his work. Both are thick with facts but the results are disappointing. The quality of neither the man nor the writings is given. Immediately, so that although the reader emerges well informed about Goldsmith, he does not understand or appreciate him much better than when he began.

Goldsmith's own, frequently false, statements about his own life and experiences and those by his contemporaries are examined. For example, Dr Sells establishes that although Goldsmith claims to have studied medicine at foreign universities, we are not, therefore, surprised to find that when he later attempted medical practice it was not a success.

Goldsmith emerges as a foppish man of unimpressive appearance, unwisely decking himself in the garb of a scholar, yet so devotedly to his friends on one occasion by appearing in new clothes and wig because he had heard that Goldsmith excused his own slovenliness

## BUCKLEY

Education has always thrived on assumptions and, in general, the educators of the past would not have thanked you for questioning them. You had to accept, for a start, that they and it were good for the nation. Nowadays, however, nobody can assume anything. Education, like everything else, is in the melting pot.

This has just been brought home to me by the summer edition of *Careers Bulletin*, the journal produced by the Careers and Occupational Information Centre. Time was, remember, when an alderman representing his local authority at an educational conference might stumble through the word "technology", aver that the country needed more of it and be sure of his round of applause.

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He was of an exceedingly jealous and envious nature. What anyone did he could do better. This leads Dr Sells to make strange claims, inadequately supported, for *The Vicar of Wakefield* which he suggests was written to counter Sterne's *Tristram Shandy* which had received acclaim at home and abroad.

The bulk of Goldsmith's work belongs in Grub Street as this book makes clear. Much of what he wrote was derivative, even copied. Sources are extensively quoted and, interesting though this may be, the weight given to this aspect is greater than that given to the writing that makes Goldsmith justly famous. In spite of Dr Sells's careful research, the quality of Goldsmith's writing is not shown. The glowing and superficial characterization of contemporary and earlier writers, notably the Augustans, as well as his apparent failure to measure Sterne, particularly *Tristram Shandy*, are of a piece with, and perhaps explain, the whimsy of his critical treatment of Goldsmith's works.

This index is not always accurate and there are omissions. In spite of these shortcomings, this is a methodical account of Goldsmith and his work within the limits outlined, and if facts are what is required, it supplies them.

While, however, the young people are getting their teeth into that we oldies are having to revise our notions on other things. Do you remember, for instance, when it was always assumed that the new comprehensive would be the neighbourhood school? It was to be the academy where your children, your neighbour's and those of the man down the road would advance hand in hand in scholarship, while blinding themselves and their parents into a happy and fruitful community.

Alas, it has not turned out like that. A long article in *The Observer* has warned us that a crisis is looming in Britain over the bussing of schoolchildren from one area to another on the matter of IQ. Angry parents in Stevenage, it told us for a start, have launched a campaign to resist plans to distribute bright children over a number of comprehensive schools. It seems that we must forget that neighbourhood school. A balanced intake is what we want.

Still, we always know where we are with the independent schools, don't we? They exist to provide the nation's children with that rich variety of education which is their birthright. Or do they? There in the same issue of *The Observer* was Mrs Brenda Byron naughtily setting out the difference between fee-paying and State schools as she sees it:

"Surely this is that fee-paying schools exist to please, benefit and promote to mental well-being of parents. State schools exist to please, benefit and promote the mental well-being of children."

Is nothing sacred? Are all our notions to be upset? It looks as if they may be. Why, even the titles, it seems, are no longer sacrosanct.

The children of the pre-school age group, of course, have long been the subject of our dearest assumption. If they were not in school, we accepted, then they should be. Out of the cot and into the nursery school—that was the unquestioned ideal. Politicians and educationists alike pledged themselves to work towards that.

Now, it seems, our progressives may have to look elsewhere for a goal to which they can aim. Our dearest assumption is suspect. "The progressive view that nursery schools give a head start in education to the three- and four-year-olds, particularly those from poor backgrounds, may be based more on wishful thinking than on fact." *The Sunday Telegraph* tells us as it reports the conclusions on the subject of a certain Dr Barbara Tizard. And when I tell you that the article in *The Sunday Telegraph* carries the headline "Nursery Myths" you can see that the rot has set in.

## HERITAGE

"The Refreshing Qualities of English Architecture... whatever happens to them? Is, in European Architectural Heritage Year, fitting theme for an exhibition presented by the Society of Architecture at the Royal Society for Arts, John Adam Street, Adelphi, London WC2. Formed three years ago under the presidency of Lord Dermore, the Society for Architecture has attracted people from many professions who all have a common enthusiasm for fine architecture and a deep concern for the quality of much modern building. While they firmly reject the preservation of any building merely on the grounds of antiquity, very few modern public buildings conform to Sir Christopher Wren's standard that a building should have 'Beauty, Firmness and Convenience'."

It is from Wren's writings that 10 timeless architectural principles have been drawn around which are arranged nearly 100 varied, sometimes surprising but always apposite, photographs. Cleverly juxtaposed, structures as diverse as Eastbourne Pier, Ely Cathedral, Preshute and a City arcade or the Rhino Pavilion at London Zoo, a Thameside Bench and a keyhole at Macmillan's Fields illustrate Wren's judgement of what makes beautiful or ugly buildings. The exhibition is designed with taste and imagination and should be seen by everyone aware of our great English architectural heritage and anxious to preserve it. The exhibition is open from August 21 to September 18.

Pamela



# Australian notebook

The Australians have money coming out of their ears—more than they know what to do with, I was told before leaving London. My informants, mostly expatriate Australians, usually added the look about the surgeon who took away too much brain tissue, thus creating an Australian personality. Or they criticized the harsh vulgarity of the Australian ocker, swilling Fosters in his football jersey.

No one told me the thickly populated coastlines around Melbourne and Sydney have a Mediterranean climate, civilized art galleries, superb wines, and returned servicemen's clubs—where everyone can eat a cheap subsidized by government machines. What a place for children to grow up—those beaches!

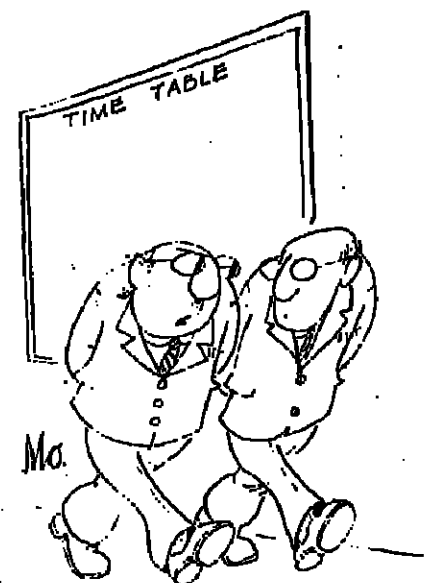
Economic life flourishes. The average Australian industrial wage last year was £75 a week, there has been a 5 per cent growth rate and even the temporary hiccup of unemployment has stimulated rather than depressed public spending, especially in education. Australian teachers have had massive salary rises in the past few years. A beginner gets \$6,000 a year (£1=\$1.60). Recently a British professor was the lowest paid man in a roomful of teachers.

The mood of professional vigour and optimism is unmistakable at both state and national level. Following publication of the report of the Karmel Committee in 1973, inspired by an influential professor of economics, a Federal Government treasure chest has been pouring out funds. Disadvantaged projects, school libraries, special education and teacher development have all been financed by huge grants dispensed by the Schools Commission, a team of politicians, commissioners and project directors based at Canberra. Certain grants, for innovative or teacher education centres, can be obtained by applying to Canberra and given without reference to the local schools administrators.

## Freedom pursued

The states are modernizing their schools from their own budgets. Canberra, reputedly the most reactionary state, has abandoned secondary school leaving examinations. South Australia, the crucible of progressive primary methods, has more than 400 open plan schools. In the Australian Capital Territory, every school opened after 1976 will be open plan. New South Wales has a progressive learning resources network and decentralized administration a dozen years ago.

Curiously, the Australian educational scene is a mirror image of what is happening in Britain. The Australians really are pursuing more individual freedom for schools and teachers, while we are using innovations like teachers' centres for tightening up our system. The question is: will the incursions of the Federal Government into the state systems lead to a new centralism? Or will the twin network of teachers' centres, sponsored by the Federal Government and by the states, promote an alternative curriculum creating more choice? Will a national education system emerge?



I hear the Tate want it afterwards for their permanent collection.

There is an extraordinary lack of information about what is going on. People know more about educational trends in Britain than about those in the next state. A British immigrant teacher told me she had to get special permission to holiday outside her own state. "They're afraid I might jump ship."

## Familiar patterns

Alert to British housing trends, I could already identify familiar patterns in the cities. Inner city Melbourne and Sydney alternate one-class immigrant neighbourhoods with enclaves of middle-class gentrification, where the better-off have moved in to restore the Edwardian villas with filigreed balustrades. There is socio-economic deprivation, particularly among newly arrived groups such as the Greeks, Czechs and Italians.

Educational stress is considerable. Some of the largest primary schools in the southern hemisphere are found outside Sydney, where an educational village with 50 classrooms and 1,500 primary children is not unusual—staffed largely by young teachers. Teachers commute, of course. A primary teacher married to the local Anglican clergyman told me she was the only member of staff living within five miles of the school. There could be an urban time-bomb.

The influx of Mediterranean migrants, the "new Australians", has inflated school rolls in what many see as the seventh educational state—the Roman Catholic schools system. Catholic schools are progressive. More lay teachers are becoming principals and there is enthusiasm for open-plan education and experiments like the teachers' centres. The large private school sector is coming under federal pressure.

## Famous system

Tasmania, however, has maintained a traditional and mainly British pattern of immigration, but it is the smallest and least well-off state. Hobart has more historic buildings than the rest of Australia put together, with impressive wharves, barracks and a nearby penal settlement. But rural poverty and depopulation are apparent. Energetic policies and individuals, however, have made the Tasmanian schools system famous. Education has prestige. The Hobart teachers' centre is

sumptuously carpeted in locally manufactured Wilton. At the audio visual aids centre, director Graham Foster and his team offer an outstanding range of curriculum aids and services for teachers, including the "media mobiles"—a highly equipped fleet of buses.

Another Tasmanian innovation is the access television programme run by secondary pupils themselves through the national network. Their most recent coup was to investigate with an underwater camera the wreck of the ill-fated iron-ore ship Lake Ilwaco, which sank at Christmas in Hobart harbour after demolishing the Tasman Bridge.

Is innovation moving too fast, Australians ask their visitors? The Federal bonanza may have been occasionally misapplied, but on the whole money is being well spent. Individual schools, of course, may be moving faster than the children, let alone parents or teachers, can accept.

## Even eccentricity

Genuine fun arises in a school system which has relied so extensively on parents. In a Sydney "demonstration" school, which works with a college of education, the principal said he had to follow an orthodox curriculum because of class confrontation, where the better-off have moved in to restore the Edwardian villas with filigreed balustrades. There is socio-economic deprivation, particularly among newly arrived groups such as the Greeks, Czechs and Italians.

There is explosive potential for the future. Canberra's middle-class civil servants, acting as school managers, have a specific brief to control curriculum in the schools and that could lead to an interesting dialogue with the teachers. In spite of what the expatriates say, Australia's abundance is fomenting experiment, and even eccentricity. Where else would you find a state instrumental organizer who visits by light aeroplane and keeps a five-foot kangaroo in a playpen in his dining room?

And retreat? The Australians are likely to teach us a lesson or two in educational style during the next few years.

Incidentally, I have had to update my mental image of the British Council as an organization of dilettantes engaged in accidental espionage and receptions for minor poets. Your typical British Council representative is an amiable married man, living in a suburban home, driving a Ford Escort to his office above a shopping arcade. His day is spent with microbiologists, foreign language specialists or even teachers' centre wardens. The British Council deserves recognition as a major invisible earnings winner. Educational publishers tell me that 40 per cent of their production is sent to prosperous Australia. I am not surprised that the council now proposes to market their educational services. The intelligence, verve and charm of the British Council team in Sydney needs supplementing with resources equal to the scale of their Australian task.

Robert Thornbury

## Personal

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